LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Feather Falls Union Elementary School District	Ted Fredenburg Superintendent	tfredenb@ffuesd.org (530) 589-1810

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Feather Falls School District serves the children in a rural mountain area. We serve 10 to 15 students each year, in grade levels TK thru 8th grade. The community supports the school as the last focal point of a once thriving area. The school is basically a one room school house with one teacher and two paraprofessionals working with the students. The district supplies technological access to the students with a 1 to 1 ratio of work stations to students. The school also supplies breakfast and lunch for the students and transportation to and from school. The LEA strives to provide a high-quality education and exposing the students to the outside world. The District is slated to close June 30, 2019.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Using stakeholder's meeting and parent surveys the District/Stakeholders in the district have identified three goals they wish the district to achieve.

+ Feather Falls School District will engage families in the school community to seek input in decision making and increase attendance at school functions.
+ All students will achieve 21st Century Skills and be prepared to successfully transition to A-G courses and/or college and career readiness.
+ All students, staff, and community will have access to a safe and caring environment with clean, well maintained facilities.

The District will continue to concentrate on preparing the students for high school academically and socially through the use of high quality curriculum and social/emotional programs to support the student holistically. The staff in coordination with Oroville City Elementary School District will strive to prepare students for the transition to a new school.

Key LCAP actions to support these areas are: low student to staff ratios, and support services, including but not limited to transportation and meals, to ensure students are prepared to learn. The school also strives to improve parent involvement with the school.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The staff input and state test scores show that students made the most academic progress in ELA. After reviewing parent and community input, results show that stakeholders feel the school offers a safe and caring environment and is doing well in preparing the students for high school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although Math scores improved this year, math continues to be a challenge area for our students. To address this, the district encourages the staff to attend workshops to improve their understanding of the new math standards and how to be a highly effective in relaying the information to the students. Staff time was increased to support our students with special needs.

The District is working on preparing our students for their transition to a much larger school when they graduate. This is a major concern for all stakeholders. The students are given the opportunity to visit the schools they will be attending. The school also provides opportunities for the students to interact with students from other larger schools. The District is slated to close at the end of the 2018/2019 school year. Due to our impending closure, the staff will be assisting the students and their families in their transition to a new school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

When reviewing CSAAP scores a high percentage of our students do not score in the Standard Met or Standard Exceeded areas of the test. To address this, the staff will continue to assess their teaching practices, assess students and offer individualize instruction when warranted. Staff will also attend professional learning opportunities to keep up on current best practices. The students also need to improve their performance on the ELA portion of the test, the District will continue to monitor the test results to ascertain the areas of weakness.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Due to the small size of Feather Falls School the LCAP states that all students will be served by all actions. Our rural location and small staff increases to need for the use of technology it is our goal to increase access to technology for all the students attending the school. It is also planned to supply more interventions to help decrease absences and behavioral situations. The District will be in its final year of operation so the staff will be working with all students, families and the schools they will be attending to insure that their needs are met in the future.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$478,701.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$83,270.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All school funds are used to pay teacher, staff and administrative salaries and related cost. Other funds are used for maintenance, cafeteria, materials, and transportation cost.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$194,703.00

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Feather Falls School District will engage families in the school community to seek input in decision making and increase attendance at school functions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Survey **17-18** An increase in the percentage of parents attending school functions by 2%. Maintain engaging opportunities for families and community to participate in their student's experiences. **Baseline** 16/17 return of parents attending school functions is 85%	The percentage of parents attending school events remained at 85%.
Metric/Indicator Parent Survey **17-18** Increase to 100% the return of parent surveys 16/17 return rate was 85%. **Baseline** 16/17 return rate 85%	The return rate of Parent Surveys for 2017/2018 remained at 85%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Notify families of school functions, via phone, mailings, school web sites and other appropriate means.	All families were notified of school functions using a variety of ways. The district continues to update information on the school website. Funds spent on wed page and postage.	4000-4999: Books And Supplies Supplemental 200.00	4000-4999: Books And Supplies Supplemental 200.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to explore additional outreach methods for connecting with school and community members.	The staff continued to explore various ways to reach school and community members. The Board sponsored a school reunion to increase community participation in school functions	0000: Unrestricted Base 1.00	0000: Unrestricted Base 1.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide opportunities for parents and community members to attend student presentations at school, and explore additional opportunities to engage parents in school activities.	The school continued to use student award/presentation for the parents and community to attend. The Board also sponsored an all school reunion to increase community involvement. Funds were spent on materials needed for parent days at the school	5000-5999: Services And Other Operating Expenditures Supplemental 200.00	5000-5999: Services And Other Operating Expenditures Supplemental 200.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District continued to hold parent days at the school to show case the students work and to illicit the parent's input. The staff continued to contact parents using telephones, mailing and the webpage.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The percent of parents and community members continued at 85%, showing no improvement over the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences between budget expenditures and estimate actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The staff and board do not wish to change this goal or the actions and services connected to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All students will achieve 21st Century Skills and be prepared to successfully transition to A-G courses and/or college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2 **17-18** Staff scoring increase on the State Standards Stages Implementation Rubric will Increase by one step.	Self-assessment by the staff indicates that they have moved to the implementation step on the rubric.

Expected	Actual
Baseline California State Standards Implementation Metric- Math Standards and Framework- 3 Planning- 3 Instruction-3 Addressing Mathimatical Practices-3 Summative and Formative Assessments-3 California State Standards Implementation Metric- ELA Standards and Framework- 2 Planning- 2 Instruction-3 Addressing Mathimatical Practices-2 Summative Assessments-2 Formative Assessments-2	
Metric/Indicator Priority 4 SBAC Assessment **17-18** Increase by 2% number of students scoring at a level 3 or 4 on the SBAC summative assessment. Because of our small student population we cannot publicly use the standarized scores due to confidentiality of the students. The staff will assess individual student scores in order to track student progress. **Baseline** Student test scores increase in ELA, and stayed the same in Math.	The student state test scores indicate that this outcome was not met.
Metric/Indicator Priority 8 Other pupil outcomes	Using District measurements it is indicated that students improved their scores on the average 20%

Expected	Actual
17-18 Increase the academic performance of students by 2% as measured by DIBBLE and other district measurements. **Baseline** DIBBLES- we have too few students to report publically.	
Metric/Indicator High School Report on Feeder School Students **17-18** Share of students that are college and career ready. **Baseline** No recent students have moved on to high school	The high school has not been able to report on student performance due to staffing issues.
Metric/Indicator Basic conditions at schools **17-18** 100% of students are placed and receive grad level appropriate course offerings as identified by SIS. **Baseline** Williams report on textbooks is 100%, Showwise report all students are being supplied with appropriate grade level materials	All students were placed in grade appropriate courses.
Metric/Indicator Priority 7 Course Access **Baseline** Currently all students have access to a broad course of study.	All students have access to appropriate courses and accelerated and remedial courses..
Metric/Indicator Report from high school on feeder school students **17-18** The percent of students eligible to be enrollment in A-G four year high school academic plan will increase. **Baseline** No recent students have moved on to high school	No report was received from the high school on student placement.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff professional development will include training for CCSS implementation, teacher willattend workshops. Funding for registration and travel expenses.	The staff did not attend staff development.	1000-1999: Certificated Personnel Salaries Title II 500.00 1000-1999: Certificated Personnel Salaries Title II 500.00	1000-1999: Certificated Personnel Salaries Title II 0 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to investigate additional programs to improve academic achievement; continue to use programs already in place. Responsive Intervention program FUEL Program Online Learning for 8th grade Mind Craft for K-8 Social Studies Extended learning opportunities including Field Trips	The staff continued research new programs for students and continued to use, FUEL, Mind Craft and Accelerated Reader. The funds were used to supplement the technology program budget.	5000-5999: Services And Other Operating Expenditures Concentration 1,000.00	5000-5999: Services And Other Operating Expenditures Concentration 1000.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to technology by purchasing additional student devices.	There was no need to purchase new or replace any student devises	4000-4999: Books And Supplies Concentration 1,500.00 4000-4999: Books And Supplies Lottery 500.00	4000-4999: Books And Supplies Concentration 0 4000-4999: Books And Supplies Lottery 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide staff release days to develop CCSS aligned assessments and report cards.	The staff did not require any release days to prepare assessments or report cards.	1000-1999: Certificated Personnel Salaries Base 250.00	1000-1999: Certificated Personnel Salaries Base 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide resources to ensure all students have access to a breakfast and lunch program. Funding is for staff salaries and cafeteria supplies and food.	All students had access to breakfast and lunch at the school. Funds were used to cover the cost of the cafeteria.	4000-4999: Books And Supplies Supplemental 7,782.00 1000-3999: Salaries and Benefits Concentration 20,000.00	4000-4999: Books And Supplies Supplemental 7,782.00 1000-3999: Salaries and Benefits Concentration 20,000.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide resources to ensure all student have access to transportation to and from school. Funding will be used to pay salary of bus driver and fuel and other supplies needed.	Transportation to and from school was provided for all students. Funds were used to cover cost involved in the transportation of students.	1000-3999: Salaries and Benefits Supplemental and Concentration 10,000.00 4000-4999: Books And Supplies Supplemental and Concentration 3,096.00	1000-3999: Salaries and Benefits Supplemental and Concentration 10,000.00 4000-4999: Books And Supplies Supplemental and Concentration 3096.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Paraprofessional services for supplemental student support.	The district employed paraprofessional to support students and offer more individualized instruction. Funds were used to fund	1000-3999: Salaries and Benefits Base 5,822.00 1000-3999: Salaries and Benefits Other 3,701.00	1000-3999: Salaries and Benefits Base 2522.00 1000-3999: Salaries and Benefits Other 3701.00

	paraprofessional to work one on one with students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District supplied transportation and meals to all students. Paraprofessionals work in the classroom to insure individualized instruction for all students. All necessary materials were purchased for all students. The staff did not attend professional development nor require time to work on standards based report cards. All students were placed in grade appropriate classes and had access to current curricular materials.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student test scores continue to improve, but not a the rate that was hoped for. The attendance rate remained the same. The staff had access to all materials needed in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The $1,750.00 difference was due to not attending staff development. There was no need to purchase technological devise resulting in $2,000 difference in expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The staff and board do not wish to change this goal or the actions and services connected to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

All students, staff, and community will have access to a safe and caring environment with clean, well maintained facilities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6 Expulsion Rates **17-18** Maintain Expulsion rate. **Baseline** The schools expulsion rate is 0 for 2016/17	The expulsion rate remained at zero.
Metric/Indicator Williams FIT Report **17-18** Maintain the 100% exemplary/good overall ratings as measured by the Williams Acts FIT report. **Baseline** Latest Williams FIT Report has an overall rating of 93.75%	The FIT report completed by the maintenance department rated the school as good, work is on going to bring the score up.

Expected	Actual
Metric/Indicator Williams Materials Resolution **17-18** Maintain 100% compliance of student accessibility of State Standards education materials as measured by William's review or district self-assessment. **Baseline** 100% of students have appropriate state aligned materials for 16/17	All students had access to materials based on the State Standards. The Board passed the resolution in September 2017
Metric/Indicator Basic conditions at schools **17-18** Maintain 0% of teachers being misassigned. **Baseline** 2016/17 0% teachers miss assigned	All teachers were appropriately assigned.
Metric/Indicator Priority 5 School Attendance Rate **17-18** Increase school attendance rate by .2% **Baseline** Attendance rate for 2016/17 = 79.35%	The attendance rate rose due to the truancy of a small number of students.
Metric/Indicator Priority 5 Chronic Absenteeism Rate **17-18** Reduce chronic absenteeism rates by .1% **Baseline** Chronic absent rate for 2016/17 = 13%	The chronic absenteeism rate remained at 21%.
Metric/Indicator Priority 5 Middle school dropout rate **17-18** Maintain 0% Middle School dropout rate **Baseline** 2016/17 no dropouts per Schoolwise.	The middle school dropout rate remained at zero.
Metric/Indicator Priority 6 Suspension Rate	The suspension rate was at zero.

Expected	Actual
17-18 Maintain the suspension rate. **Baseline** 2016/17 suspension rate was 0%. No students were suspended in 2016/2017	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to track absenteeism and work with parents to improve attendance.	The staff track absenteeism and contacted parents to determine the reasons for absentees. Two students were determined to be truant and were referred to the COE attendance department	5000-5999: Services And Other Operating Expenditures Base 1.00	5000-5999: Services And Other Operating Expenditures Base 1.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor physical plant conditions and remediate any problems found.	The maintenance department continually assessed the school for problems and remediated any unsafe conditions.	6000-6999: Capital Outlay Base 2,000.00	6000-6999: Capital Outlay Base 2000.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Investigate/Implement Intervention program to improve student achievement by purchasing materials needed for improving academic interventions.	The staff insured that all students had materials necessary for improvement of their academic performance.	4000-4999: Books And Supplies Supplemental 250.00	4000-4999: Books And Supplies Supplemental 250.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Initiate onsite intervention programs to, improve attendance, provide Character Education, and reducing student conflicts.	The staff continued to implement Character Education into the curriculum. It was determined that no new materials were necessary in this area. The administration worked with parents to improve attendance and to address any concerns revolving around student conflicts.	4000-4999: Books And Supplies Supplemental 125.00 4000-4999: Books And Supplies Concentration 125.00	4000-4999: Books And Supplies Supplemental 125.00 4000-4999: Books And Supplies Concentration 125.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The office staff and administration worked with parents and the COE to improve attendance of students. The SARB process was also utilized. The maintenance department insured that any conditions which affected safety were addressed quickly and any conditions which affected the educational process were remedied in a timely manner. All students were assessed at regular intervals and any interventions needed were addressed according to individual needs. The classroom staff and administration provided guidance when necessary to resolve student conflicts.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The number of suspension remained low, as the staff were able to use conflict resolution techniques that were presented to the students. Individual attendance was good with only 2 students with attendance problems. The school remained safe and well maintained. Staff had access to all materials needed for effective teaching.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference in expenditures and estimated expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The staff and board do not wish to change this goal or the actions and services connected to this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The School Board was presented with an update on the LCAP at their December meeting. Parents and community members had an opportunity to present their ideas and a forum held on the 23th of March, at this time they also had the opportunities to complete an anonymous survey. Additionally the students completed a survey for their input. The staff reviewed the plan in April. Input received during these meetings were considered when formulating the LCAP for 2018/19

A public hearing will be held on May 29, 2018 to give stakeholder an opportunity to express any concerns they have, the superintendent will respond in writing to any issues brought up during the hearing. The final adoption will be on June 5, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Board, Parents, staff and community members felt that the plan met the academic needs of the students. They felt that no changes were needed to be made in this area from the previous years plan.

Due to the school closure the staff and parents wanted the student transition addressed.

The parents and staff feel that the physical plant is kept in good repair and is a safe place for their students.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Feather Falls School District will engage families in the school community to seek input in decision making and increase attendance at school functions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

The District needs to increase the amount of stakeholder involvement and engagement in educational activities, based on attendance records at stakeholder meetings and the return of parental surveys.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey	16/17 return of parent survey rate 85%	An increase in the percentage of parents attending school functions by 2%. Maintain engaging opportunities for families and community to participate in their student's experiences.	An increase in the percentage of parents attending school functions by 2%. Maintain engaging opportunities for families and community to participate in their student's experiences.	An increase in the percentage of parents attending school functions by 2%. Maintain engaging opportunities for families and community to participate in their student's experiences.
Parent Survey	16/17 return rate 85%	Increase to 100% the return of parent surveys	Increase to 100% the return of parent surveys	Increase to 100% the return of parent surveys

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		16/17 return rate was 85%.	16/17 return rate was 85%.	16/17 return rate was 85%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Notify families of school functions, via phone, mailings, school web sites and other appropriate means.	Notify families of school functions, via phone, mailings, school web sites and other appropriate means.	Notify families of school functions, via phone, mailings, school web sites and other appropriate means.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200.00	200.00	200.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to explore additional outreach methods for connecting with school and community members.	Continue to explore additional outreach methods for connecting with school and community members.	Continue to explore additional outreach methods for connecting with school and community members.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.00	1.00	1.00
Source	Base	Base	Base
Budget Reference	0000: Unrestricted	0000: Unrestricted	0000: Unrestricted

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to provide opportunities for parents and community members to attend student presentations at school, and explore additional opportunities to engage parents in school activities.	Continue to provide opportunities for parents and community members to attend student presentations at school,	Continue to provide opportunities for parents and community members to attend student presentations at school,

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200.00	200.00	200.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All students will achieve 21st Century Skills and be prepared to successfully transition to A-G courses and/or college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Less than 100% of Feather Falls students are performing at grade level standards as determined by District and state measurements.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2	California State Standards Implementation Metric- Math Standards and Framework- 3 Planning- 3	Staff scoring increase on the State Standards Stages Implementation Rubric will Increase by one step.	Staff scoring increase on the State Standards Stages Implementation Rubric will Increase by one step.	Staff scoring increase on the State Standards Stages Implementation Rubric will Increase by one step.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Instruction-3 Addressing Mathimatical Practices-3 Summative and Formative Assessments-3 California State Standards Implementation Metric-ELA Standards and Framework- 2 Planning- 2 Instruction-3 Addressing Mathimatical Practices-2 Summative Assessments-2 Formative Assessments-2			
Priority 4 SBAC Assessment	Student test scores increase in ELA, and stayed the same in Math.	Increase by 2% number of students scoring at a level 3 or 4 on the SBAC summative assessment. Because of our small student population we	Increase by 2% number of students scoring at a level 3 or 4 on the SBAC summative assessment. Because of our small student population we	Increase by 2% number of students scoring at a level 3 or 4 on the SBAC summative assessment. Because of our small student population we

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		cannot publicly use the standarized scores due to confidentiality of the students. The staff will assess individual student scores in order to track student progress.	cannot publicly use the standarized scores due to confidentiality of the students. The staff will assess individual student scores in order to track student progress.	cannot publicly use the standarized scores due to confidentiality of the students. The staff will assess individual student scores in order to track student progress.
Priority 8 Other pupil outcomes	DIBBLES- we have too few students to report publically.	Increase the academic performance of students by 2% as measured by DIBBLE and other district measurements.	Increase the academic performance of students by 2% as measured by DIBBLE and other district measurements.	Increase the academic performance of students by 2% as measured by DIBBLE and other district measurements.
High School Report on Feeder School Students	No recent students have moved on to high school	Share of students that are college and career ready.	Share of students that are college and career ready.	Share of students that are college and career ready.
Basic conditions at schools	Williams report on textbooks is 100%, Showwise report all students are being supplied with appropriate grade level materials	100% of students are placed and receive grad level appropriate course offerings as identified by SIS.	100% of students are placed and receive grad level appropriate course offerings as identified by SIS.	100% of students are placed and receive grad level appropriate course offerings as identified by SIS.
Priority 7 Course Access	Currently all students have access to a broad course of study.	Currently all students have access to a broad course of study.	Currently all students have access to a broad course of study.	Currently all students have access to a broad course of study.
Report from high school on feeder school students	No recent students have moved on to high school	The percent of students eligible to be enrollment in A-G four year high school academic plan will increase.	The percent of students eligible to be enrollment in A-G four year high school academic plan will increase.	The percent of students eligible to be enrollment in A-G four year high school academic plan will increase.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls Elementary

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff professional development will include training for CCSS implementation, teacher will attend workshops. Funding for registration and travel expenses.	Staff professional development will include training for CCSS implementation, teacher will attend workshops. Funding for registration and travel expenses.	Staff professional development will include training for CCSS implementation, teacher will attend workshops. Funding for registration and travel expenses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500.00	756.00	756.00
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	500.00		
Source	Title II		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue to investigate additional programs to improve academic achievement; continue to use programs already in place. Responsive Intervention program FUEL Program Online Learning for 8th grade Mind Craft for K-8 Social Studies Extended learning opportunities including Field Trips	Continue to investigate additional programs to improve academic achievement; continue to use programs already in place. Responsive Intervention program FUEL Program Online Learning for 8th grade Mind Craft for K-8 Social Studies Extended learning opportunities including Field Trips	Continue to investigate additional programs to improve academic achievement; continue to use programs already in place. Responsive Intervention program FUEL Program Online Learning for 8th grade Mind Craft for K-8 Social Studies Extended learning opportunities including Field Trips

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000.00	1,000.00	1,000.00
Source	Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase access to technology by purchasing additional student devices as needed.	Increase access to technology by purchasing additional student devices as needed.	Increase access to technology by purchasing additional student devices as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,500.00	1050.00	1050.00
Source	Concentration	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	500.00	500.00	500.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		450.00	450.00
Source		Supplemental and Concentration	Supplemental and Concentration

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: Feather Falls School [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide staff release days to develop CCSS aligned assessments and report cards.	No release days will be provided.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250.00		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Feather Falls

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide resources to ensure all students have access to a breakfast and lunch program. Funding is for staff salaries and cafeteria supplies and food.	Provide resources to ensure all students have access to a breakfast and lunch program. Funding is for staff salaries and cafeteria supplies and food.	Provide resources to ensure all students have access to a breakfast and lunch program. Funding is for staff salaries and cafeteria supplies and food.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,782.00	32,660.00	32,660.00
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries Salaries and Benefits	2000-2999: Classified Personnel Salaries Salaries and Benefits
Amount	20,000.00		
Source	Concentration		
Budget Reference	1000-3999: Salaries and Benefits		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide resources to ensure all student have access to transportation to and from school. Funding will be used to pay salary of bus driver and fuel and other supplies needed.	Provide resources to ensure all student have access to transportation to and from school. Funding will be used to pay salary of bus driver and fuel and other supplies needed.	Provide resources to ensure all student have access to transportation to and from school. Funding will be used to pay salary of bus driver and fuel and other supplies needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	15,206.00	15,206.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Salaries and Benefits	2000-2999: Classified Personnel Salaries Salaries and Benefits	2000-2999: Classified Personnel Salaries Salaries and Benefits

Amount	3,096.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies		

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide Paraprofessional services for supplemental student support.	Provide Paraprofessional services for supplemental student support.	Provide Paraprofessional services for supplemental student support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,822.00	6,200.00	5,800.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Salaries and Benefits	1000-3999: Salaries and Benefits	1000-3999: Salaries and Benefits
Amount	3,701.00	4,200.00	3,700.00
Source	Other	Other	Other
Budget Reference	1000-3999: Salaries and Benefits	1000-3999: Salaries and Benefits	1000-3999: Salaries and Benefits

Action 8

All	Specific Schools: Feather Falls School

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	To assist in transitioning to new district the school will acquire comparable curriculum.	

Budgeted Expenditures

Amount		200.00	
Source		Base	
Budget Reference		0001-0999: Unrestricted: Locally Defined	

Action 9

All	Specific Schools: Feather Falls School

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	To assist in transitioning to a new district the students will visit the school they will be attending	

Budgeted Expenditures

Amount		250	
Source		Base	
Budget Reference		4000-4999: Books And Supplies	

Action 10

All	Specific Schools: Feather Falls School

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	Administrative Support by COE	Administrative Support by COE

Budgeted Expenditures

Amount		1364.00	1364.00
Source		Title V	Title V
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

Amount		268.00	268.00
Source		Title I	Title I
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo
Amount		64.00	64.00
Source		Title II	Title II
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

Action 11

All	Specific Schools: Feather Falls School

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Support lower class sizes by increasing teacher time.	Support lower class sizes by increasing teacher time.

Budgeted Expenditures

Amount		16,200	16,200
Source		Title V	Title V
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All students, staff, and community will have access to a safe and caring environment with clean, well maintained facilities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6 Expulsion Rates	The schools expulsion rate is 0 for 2016/17	Maintain Expulsion rate.	Maintain Expulsion rate.	Maintain Expulsion rate.
Williams FIT Report	Latest Williams FIT Report has an overall rating of 93.75%	Maintain the 100% exemplary/good overall ratings as measured by the Williams Acts FIT report.	Maintain the 100% exemplary/good overall ratings as measured by the Williams Acts FIT report.	Maintain the 100% exemplary/good overall ratings as measured by the Williams Acts FIT report.
Williams Materials Resolution	100% of students have appropriate state	Maintain 100% compliance of student accessibility of	Maintain 100% compliance of student accessibility of	Maintain 100% compliance of student accessibility of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	aligned materials for 16/17	State Standards education materials as measured by William's review or district self-assessment.	State Standards education materials as measured by William's review or district self-assessment.	State Standards education materials as measured by William's review or district self-assessment.
Basic conditions at schools	2016/17 0% teachers miss assigned	Maintain 0% of teachers being misassigned.	Maintain 0% of teachers being misassigned.	Maintain 0% of teachers being misassigned.
Priority 5 School Attendance Rate	Attendance rate for 2016/17 = 79.35%	Increase school attendance rate by .2%	Increase school attendance rate by .2%	Increase school attendance rate by .2%
Priority 5 Chronic Absenteeism Rate	Chronic absent rate for 2016/17 = 13%	Reduce chronic absenteeism rates by .1%	Reduce chronic absenteeism rates by .1%	Reduce chronic absenteeism rates by .1%
Priority 5 Middle school dropout rate	2016/17 no dropouts per Schoolwise.	Maintain 0% Middle School dropout rate	Maintain 0% Middle School dropout rate	Maintain 0% Middle School dropout rate
Priority 6 Suspension Rate	2016/17 suspension rate was 0%. No students were suspended in 2016/2017	Maintain the suspension rate.	Maintain the suspension rate.	Maintain the suspension rate.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Feather Falls School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to track absenteeism and work with parents to improve attendance.	Continue to track absenteeism and work with parents to improve attendance.	Continue to track absenteeism and work with parents to improve attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.00	1.00	1.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Feather Falls Elementary

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to monitor physical plant conditions and remediate any problems found.	Continue to monitor physical plant conditions and remediate any problems found.	Continue to monitor physical plant conditions and remediate any problems found.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	2,000.00	2,000.00
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Investigate/Implement Intervention program to improve student achievement by purchasing materials needed for improving academic interventions.	Investigate/Implement Intervention program.to improve student achievement by purchasing materials needed for improving academic interventions.	Investigate/Implement Intervention program to improve student achievement by purchasing materials needed for improving academic interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250.00	250.00	250.00
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Feather Falls School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Initiate onsite intervention programs to, improve attendance, provide Character Education, and reducing student conflicts.	Initiate onsite intervention programs to improve attendance, provide Character Education, and reducing student conflicts.	Initiate onsite intervention programs to, improve attendance, provide Character Education, and reducing student conflicts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	125.00	125.00	125.00
Source	Supplemental	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	125.00	125.00	125.00
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$10,225	6.4%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following actions/services funding will be increase by ??% to cover increased contributions from the general fund this is contributing to meeting the increased or improved services requirement for our unduplicated students but are serving our students-school wide:

1.1/1.3 Increasing outreach to parents.

2.2/2.3/2.52.6 Extending learning opportunities, purchasing and applying technology, providing two meals a day for every student, and transportation to and from school.

3.3/3.4 Increase our intervention programs.

The increased funding for these actions is put in place to support our rural/low income students but will be utilized school-wide.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$23,879.00	15.43%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following actions/services are included as contributing to meeting the increased or improved services requirement for our unduplicated students but are serving our students-school wide:

1.1/1.3 Increasing outreach to parents.

2.2/2.3/2.5 Extending learning opportunities, purchasing and applying technology, providing two meals a day for every student, and transportation to and from school.

3.3/3.4 Increase our intervention programs.

These actions were put in place to support our rural/low income students but will be utilized school-wide.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	57,553.00	51,003.00	57,553.00	83,270.00	81,920.00	222,743.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	8,074.00	4,524.00	2,252.00	2,452.00	2,002.00	6,706.00
Concentration	22,625.00	21,125.00	22,625.00	125.00	125.00	22,875.00
Lottery	500.00	0.00	500.00	500.00	500.00	1,500.00
Other	3,701.00	3,701.00	3,701.00	4,200.00	3,700.00	11,601.00
Supplemental	8,557.00	8,557.00	8,157.00	0.00	0.00	8,157.00
Supplemental and Concentration	13,096.00	13,096.00	19,318.00	56,291.00	55,891.00	131,500.00
Title I	0.00	0.00	0.00	1,318.00	1,318.00	2,636.00
Title II	1,000.00	0.00	1,000.00	820.00	820.00	2,640.00
Title V	0.00	0.00	0.00	17,564.00	17,564.00	35,128.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	57,553.00	51,003.00	57,553.00	83,270.00	81,920.00	222,743.00
	0.00	0.00	0.00	450.00	450.00	900.00
0000: Unrestricted	1.00	1.00	1.00	1.00	1.00	3.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	200.00	0.00	200.00
1000-1999: Certificated Personnel Salaries	1,250.00	0.00	1,250.00	16,956.00	16,956.00	35,162.00
1000-3999: Salaries and Benefits	39,523.00	36,223.00	39,523.00	10,400.00	9,500.00	59,423.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	47,866.00	47,866.00	95,732.00
4000-4999: Books And Supplies	13,578.00	11,578.00	13,578.00	2,500.00	2,250.00	18,328.00
5000-5999: Services And Other Operating Expenditures	1,201.00	1,201.00	1,201.00	1,201.00	1,201.00	3,603.00
6000-6999: Capital Outlay	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
7000-7439: Other Outgo	0.00	0.00	0.00	1,696.00	1,696.00	3,392.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	57,553.00	51,003.00	57,553.00	83,270.00	81,920.00	222,743.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	0.00	0.00	450.00	450.00	900.00
0000: Unrestricted	Base	1.00	1.00	1.00	1.00	1.00	3.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	200.00	0.00	200.00
1000-1999: Certificated Personnel Salaries	Base	250.00	0.00	250.00	0.00	0.00	250.00
1000-1999: Certificated Personnel Salaries	Title II	1,000.00	0.00	1,000.00	756.00	756.00	2,512.00
1000-1999: Certificated Personnel Salaries	Title V	0.00	0.00	0.00	16,200.00	16,200.00	32,400.00
1000-3999: Salaries and Benefits	Base	5,822.00	2,522.00	0.00	0.00	0.00	0.00
1000-3999: Salaries and Benefits	Concentration	20,000.00	20,000.00	20,000.00	0.00	0.00	20,000.00
1000-3999: Salaries and Benefits	Other	3,701.00	3,701.00	3,701.00	4,200.00	3,700.00	11,601.00
1000-3999: Salaries and Benefits	Supplemental and Concentration	10,000.00	10,000.00	15,822.00	6,200.00	5,800.00	27,822.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	47,866.00	47,866.00	95,732.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	250.00	0.00	250.00
4000-4999: Books And Supplies	Concentration	1,625.00	125.00	1,625.00	125.00	125.00	1,875.00
4000-4999: Books And Supplies	Lottery	500.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Supplemental	8,357.00	8,357.00	8,157.00	0.00	0.00	8,157.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,096.00	3,096.00	3,296.00	575.00	575.00	4,446.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	1,050.00	1,050.00	2,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5000-5999: Services And Other Operating Expenditures	Base	1.00	1.00	1.00	1.00	1.00	3.00
5000-5999: Services And Other Operating Expenditures	Concentration	1,000.00	1,000.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	200.00	200.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	200.00	1,200.00	1,200.00	2,600.00
6000-6999: Capital Outlay	Base	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
7000-7439: Other Outgo	Title I	0.00	0.00	0.00	268.00	268.00	536.00
7000-7439: Other Outgo	Title II	0.00	0.00	0.00	64.00	64.00	128.00
7000-7439: Other Outgo	Title V	0.00	0.00	0.00	1,364.00	1,364.00	2,728.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	401.00	401.00	401.00	401.00	401.00	1,203.00
Goal 2	54,651.00	48,101.00	54,651.00	80,368.00	79,018.00	214,037.00
Goal 3	2,501.00	2,501.00	2,501.00	2,501.00	2,501.00	7,503.00

* Totals based on expenditure amounts in goal and annual update sections.